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Sample of A Gaming Exercise.

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In 1967, the Northwest Regional Educational Laboratory sponsored a one-week workshop for 32 teachers from a semi-rural county, and a one-day workshop for 500 teachers from the same county, for the purpose of instructing the teachers in the use of simulation techniques for more effective classroom teaching. Several of those in attendance went on to obtain advanced degrees in the use of game theory, while others have created their own games for classroom use. This paper presents a sample game called "Teacher Preparation", underlining the tasks which the game hopes to accomplish. They include: (a) development of an undergraduate college program for teacher candidates that specifies course experiences and contents; (b) restatement of problems into challenges; (c) keeping in mind the reality demons that push ideas into conformity with actuality. (Each representative and reality demon role is described in attachments.) Procedures for playing the game are also outlined. (Author/CJ)

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SAMPLE OF A GAMING EXERCISE

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PART I: BACKGROUND

As early as 1956 the American Management Association (AMA) used training devices incorporating techniques which today are called gaming. At first the AMA games focused on providing a homogeneous group of workers with guided experiences in making managerial decisions. The games advanced by moving to heterogeneous groups working through less guided experiences under conditions of uncertainty. Eventually the games with high competition factors were employed with heterogeneous groups.

The focus for several groups of social scientists is the facilitation and study of confrontations that occur in the game sessions. The Northwest Regional Educational Laboratory has one team working on communication skills training sessions. A second NWREL team is involved with agencies that provide a data base with high degrees of uncertainty. This team is working on issue analysis training sessions. The teams may use game sessions to test their concepts.

Various teams approach the problems of educating youth at the school district or building level: the teacher team, the counseling team, the administrative team. NWREL and other agencies interested in fostering lasting change in a school district might employ gaming as a beginning activity.

Gaming is a teaching/learning tool and needs clarification. A typical game teaches participants to manage a situation by forcing them to make decisions about time, cost, performance and political factors. The games deal with (a) amounts of data available, (b) techniques of obtaining data,

(c) development of data into information, (d) assessment and planning skills for current and future use of time and (e) communication skills to permit adequate transfer of information to other teams and team members. Teams also are exposed to skillful negotiation techniques for use with nonteam participants. Several participants take the role of relevant publics. Game players must interact with them for implementation of ideas to begin.

NWREL sponsored a one-week workshop for 32 teachers from a semi-rural county and a one-day workshop for 500 teachers from the same county in Fall 1967. Dr. Clark Abt, an effective advocate of using simulation in education; an associate; two psychologists; one educator from NWREL and one educator from the county led the 32 teachers through several games. These teachers became the leaders during the one-day session. Subsequent interviews revealed that two of the 32 teachers went on for advanced degrees. The teachers implied the workshops served as direct stimulus. One supervisor in attendance has been traveling throughout the county giving sessions in gaming. Several others have made their own games. The elementary teachers reported they have been doing gaming for years with the mailroom, the schoolroom corner store and the doll house section of nursery school or kindergarten.

Adult groups are concerned with development of a conflict matrix. This task is similar to the force field analysis concepts of Kurt Lewin. The essentials are (a) to state a problem, (b) to list approaches for resolving the problem and (c) to list data, information, emotional-human-political-power and monetary support for the resolution.

Each team starts the game with only part of the matrix. Gatekeepers and others restrict the flow of information. They are given specific roles and philosophies to guide their responses in role playing. Participating teams are given overall goals and some subtasks. Team members are assigned roles so members will feel organizational or internal conflict.

A reward system is established with the following components:

1. A time incentive to increase awareness of time limits.

2. A set of numerical ratings for jobs or tasks completed against the time system, e.g., 10 tasks in 5 minutes is 50 points, 10 tasks in 20 minutes is 5 points.

3. A system of recognition for the winning team.

The resource file for games should be as large as the community. Students should list information sources soon after their game area is identified. Sources should include the library, school, commercial materials and human resources in and around the school.

A sample of a game which might be used is Teacher Preparation. It is described in Part II.

PART II: TEACHER PREPARATION, A GAMING SAMPLE

Tasks

The tasks in the Teacher Preparation Game session will be (a) to develop an undergraduate college program for teacher candidates that specifies course experiences and contents (criteria must be agreed on by game representatives), (b) to restate problems into challenges and (c) to keep in mind the reality demons that push ideas into conformity with actuality. Each representative and reality

demon role is named and described in attachments 1 and 2. Each player should try to maintain the points of view implied in attachment 3.

Procedures

1. Set a time period for each group to work toward task completion.

2. Have each group report to the other group(s) and reality demons at end of time period. Each group should determine its presentation procedures. Include in the report:

   a. Rationale

   b. Experiences

   c. Content

   d. Time and duration of experiences and content

3. Have reality demons give their reactions.

4. Summation.

The procedures are designed to show how process approaches might be used to make participants feel pressures and forces with which they are not familiar. Success of the procedures is measured by how significantly an individual alters actions as a result of these new thinking processes.

TEACHER PREPARATION GAME: ATTACHMENT 1

Representatives	Name of Participant
President of College	_____
*Dean of College of Education	_____
Secondary Education, Chairman	_____
Elementary Education, Chairman	_____
*Board of Trustees, Chairman	_____
*State Superintendent	_____
*College Teacher	_____
*Supervisor of Student Teachers	_____
City Superintendent	_____
Teachers	_____

Reality Demon Representatives	
Mr. Certification Officer	_____
Mr. Parent Public	_____
Mr. Cost Benefit	_____
Mr. Average School District Superintendent	_____

*Minimum players for two groups.

TEACHER PREPARATION GAME: ATTACHMENT 2

I.	EDUCATIONAL OBJECTIVES	Set up content in ideal teacher preparation program Set up experiences in ideal teacher preparation program Set up sequence of above
II.	SCOPE	Present time--each team has $1,500,000 for operating budget, $1,600,000 for equipment and other capital outlay and an opportunity to seek additional funds; program for 20 full-time staff members; number of students to be determined by team
III.	PRINCIPAL ROLES	College President = status quo Dean = research over service orientation Elementary Chairman = service-oriented Secondary Chairman = research-oriented Superintendent of Schools = status quo (anti-university) State Superintendent = seeks power alignment; wants to be spokesman for the group Supervisors = as per individual Others = as per individual Mr. Parent Public = reacts negatively to rapid changes Mr. Cost Benefit = cost per student unit; how much per year per student Mr. Certification = concerned about lack of control Jurors (reality demons) = count total points per team to see which group has acceptance

IV. MOTIVES	As described in III	
V. RESOURCES	As described in II plus obvious power of State Superintendent and President	
VI. INTERACTION	Group selected to prepare ideal teacher preparation program	
VII. DECISION CRITERIA	All players agree	100 points
	Any 4 agree	60 points
	Dean and Department Head agree	40 points
	Chairmen agree	30 points
	Any 2 agree	20 points
	No one agrees	0 points

Self-Interest Points (Number of points each person has at start of game)

College President	40 power points
State Superintendent and Dean	30 power points each
Department Head and Chairmen	20 power points each
Supervisory Personnel	20 power points each
Others (superintendents, principals)	20 power points each

If others subscribe to an individual position a constant weight or score of 20 is added to that point total

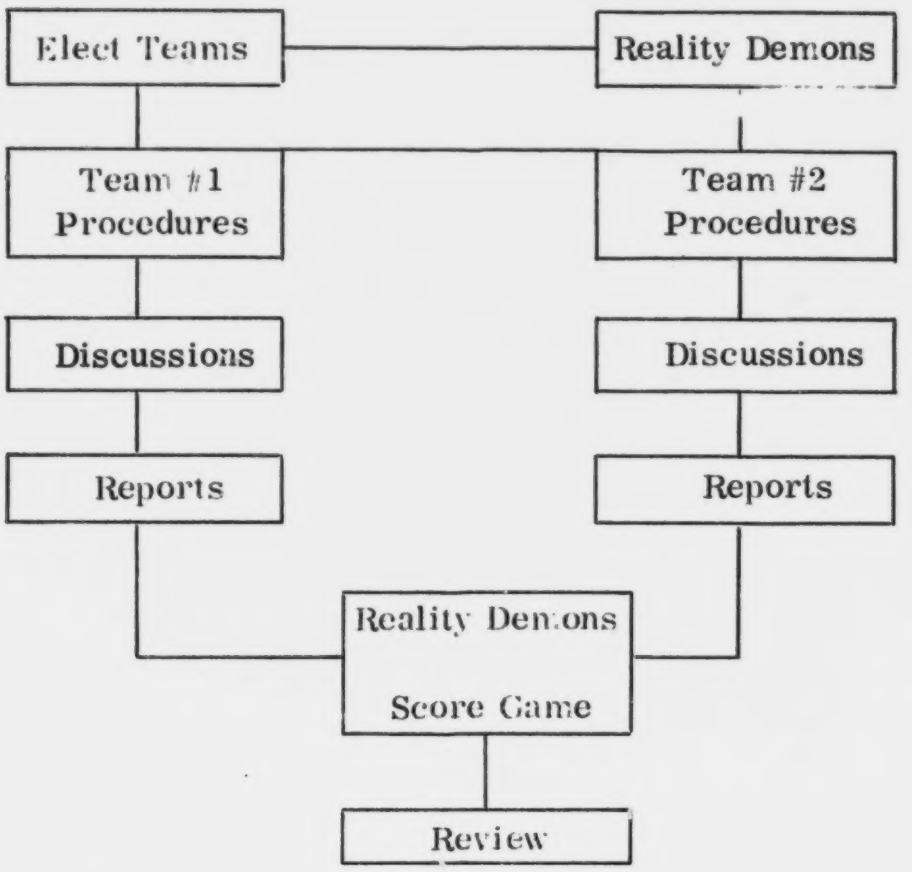
If an individual has to relinquish his position he loses 20 points

Main communication exists between teachers, supervisors and elementary education departments; little communication between Chairmen and College President

State Superintendent and Dean have superficial communication with all parties

Main lack of agreement between College President and Dean, between Dean and Department Heads, between State Superintendent and most other groups, between Supervisors and most other groups

VIII. SEQUENCE OF ACTIONS



The literal winner is the team with the most number of points. The crucial determination is whether or not participants achieve established goals.

CONFLICT MATRIX FOR NEW TEACHER PREPARATION PROGRAM:
ATTACHMENT 3

Issue	Pro	Con
Status Quo	College President Superintendent of Schools	College Chairman Supervisors
Service Orientation	Elementary Education Department School District	Dean Secondary Education Department
Research Orientation	Secondary Education Dean	Elementary Education
Power Alignments	State Superintendents	